DOCUMENT RESUME

ED 177 499 CS 005 049

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 15p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Compensatory Education Programs; *Disadvantaged Youth; Doctoral Theses; Elementary Secondary Education; Learning Disabilities; *Reading Achievement; Reading Comprehension; Reading Difficulty; *Reading Research; *Remedial Reading Programs; Teacher Attitudes; *Tutoring

IDENTIFIERS Elementary Secondary Education Act Title I

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the effect of instruction in critical listening on the reading progress of remedial readers; the effects of four tutoring procedures on the oral reading responses of learning disability children; the cost effectiveness of four programs for low income students; the effects of verb inflectional ending acquisition on academically failing children's literal reading comprehension; children's verbal comprehension as measured in psychometric and ecometric coordinate systems; attitudes of remedial reading, learning disabilities, and classroom teachers toward job roles; the effects of transcendental meditation on the reading achievement of learning disabled children; New York State implementation of Title I pupil selection criteria for reading programs; television script intervention as a prescriptive program for adolescent subliteracy; the relationship between teacher and principal attitude and student achievement in Title I reading programs; approaches to teaching reading to adolescent delinquents; long term effects of remedial reading programs; and the use of elementary education majors as reading tutors to disadvantaged children. (GT)

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Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

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AN ANALYSIS OF THE GENERALIZATION EFFECTS OF FOUR TUTORING PROCEDURES ON THE ORAL READING RESPONSES OF EIGHT LEARNING DISABILITY CHILDREN

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DIRECT INSTRUCTION IN CRITICAL LISTENING: ITS EFFECT ON THE READING PROGRESS OF CHILDREN IDENTIFIED AS REMEDIAL READERS Order No. 7900674

BOODT, Gloria Marlene, Ph.D. Michigan State University, 1978. 191pp.

The purpose of this study was to determine whether direct instruction in critical listening skills learned through activities in which select literary materials are used would improve (1) critical listening,((2) critical reading, and (3) general reading comprehension abilities of fourth, fifth, and sixth grade children identified as remedial readers.

Thirty subjects were assigned to the experimental (n = 15) group, and control (n = 15) group. Subjects were given Form 4A of the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Listening test, the SEQUENTIAL TEST OF EDUCATIONAL PROGRESS (STEP) Reading test, and Form A of A LOOK AT LITERATURE: THE NCTE COOPERATIVE TEST OF CRITICAL READING AND APPRECIATION as pretests. Alternate forms of these tests were used as posttests.

Procedure

For a period of sixteen weeks, subjects in the experimental group listened daily to the oral reading of select literary materials. Following the twenty minute oral reading, a group discussion was held to discuss aspects of the literature which were pertinent to the growth of certain critical thinking skills.

For the second half of the sixty minute reading period, subjects in the experimental group worked in skill building materials designed to improve word attack and comprehension skills.

The study examined the following research questions:

Will fourth, fifth, and sixth grade students who are not reading at a level commensurate with their apparent potential general ability improve their (1) critical listening abilities, (2) critical reading abilities, (3) general reading comprehension as a result of direct instruction in select critical listening skills learned through activities in which select literary materials are used?

The study also examined the following subquestions:

Will direct instruction in select critical listening skills learned through activities in which select literary materials are used (1) improve subjects' positive attitudes toward reading, (2) improve subjects' ability to think and respond critically, and (3) will oral reading of select literary materials be an appropriate medium for teaching critical listening, critical reading and critical thinking?

Subjects in the control group received the school's regular basal reading program in ability grouped classes taught by classroom teachers.

Major Findings

Data were submitted to analysis of covariance. The adjusted estimate of the treatment effect on the STEP posttest of listening was 10.59, with a standard error of 3.05, favoring the experimental group (F = 12.03, p less than .002), and was significant at the .05 level.

The adjusted estimate of the treatment effect on the STEP reading test resulted in a difference between the groups of 8.9, with a standard error of 2.89, favoring the experimental group (F = 9.49, p less than .005), and was significant at the .05 level.

The adjusted estimate of the treatment effect on the NCTE critical reading test, A LOOK AT LITERATURE, was 3.9, with a standard error of 2.02, favoring the experimental group (F = 3.66, p less than .07), which did not reach the .05 level of significance.

Conclusions

It appears that instruction in critical listening should be included in reading instruction in the elementary school.

Children's literature appears to be an effective medium for improving critical listening, critical reading and general reading comprehension.

Direct instruction in critical listening in which select literary materials are used appears to improve subjects' positive attitudes toward reading, as well as abilities to think and respond critically to literature.

AN ANALYSIS OF THE GENERALIZATION EFFECTS OF FOUR TUTORING PROCEDURES ON THE ORAL READING RESPONSES OF EIGHT LEARNING DISABILITY CHILDREN Order No. 7910547

DELQUADRI, Joseph C., Ph.D. University of Kansas, 1978. 75pp.

An analysis of cross-setting generalization effects produced by four tutoring treatments was carried out with eight "learning disability" children of a special classroom. Six children received varied orders and combinations of the tutoring treatments (prompting, modelling, praising, self-corrections, and practice), while two were maintained in baseline conditions. The treatments were contrasted on the basis of their ability to produce immediate and robust changes in the children's oral reading accuracy and rate while reading to their teacher. All tutoring was performed outside of the classroom.

The results indicated that all children receiving the treatments improved their in-class reading rates, but differential results were obtained with specific tutoring treatments. Modelling and prompting (involving error correction procedures) produced dramatic increases in correct rate, and decreases in error rates which increased accuracy (percent correct). The practice treatments produced smaller increases in correct rate with little change in error rates. One control child showed a declining oral reading rate until receiving treatment late in the experiment, while the other displayed a stable and consistent baseline throughout the experiment.

The results document the effectiveness of the tutoring treatments and the resultant reading rates in the classroom. Teacher measures showed a reduction in the rate of attending to errors, but not the percent of errors attended to, while the tutoring treatments were in effect.

These results indicated that the tutoring procedures were effective in increasing a child's academic engaged time. Furthermore, they produced immediate and large gains in oral reading in the classroom. Evidence was presented to suggest that the teacher of this study was keenly aware of the changes that took place in the children's oral reading rates. The procedures were discussed in terms of their utility in a "mainstreaming model" and in remedial reading programs.

A COMPARISON OF THE COST EFFECTIVENESS OF FOUR PROGRAMS FOR LOW INCOME STUDENTS Order No. 7900005

GRIFFITH, Lynda Wikholm, Ph.D. University of Missouri – Kansas City, 1978. 114pp.

The cost of public services, particularly education, has increased so much in the last decade that taxpayers, nationwide, are becoming resistant to additional increases. In some areas of the country they have even begun to ask what they are getting for present expenditures. As a result of federal involvement in education, some research has been done at the state and national level on the relationship between expenditure and program effectiveness in education. These data have been utilized in educational decision making at the national level. Little cost effectiveness research, however, has been done at the local district level where most of the actual expenditures are made. The purpose of this study was to adapt existing analysis models to provide data on the comparative cost effectiveness of program alternatives available to a local school district.

The Duval County, Florida School District provides a unique opportunity for the development of such a model. As a result of a district wide desegregation plan implemented in the fall of 1971, over 22,000 students are bused for instruction. Children who would have attended nine formerly all black elementary schools are now assigned to as many as four formerly all white schools on the basis of the mother's last name. A variety of instruction programs was offered in the receiving schools during the 1976-77 school year. This study compared the cost effectiveness of four of those programs for transported black students in grade 2. They were: (1) a District only program, (2) the District program plus ESEA Title I, (3) the District program plus Title I and ESAA, and (4) the District program plus Title I and Follow Through.

To ensure that the model would be useful for replication by other local districts, data utilized in the analyses were limited to those which are regularly collected and available within a large district. This also provided the assurance that the data had comparative validity across time.

Results of the data analyses indicated that there were differences in the cost effectiveness among the four programs which could be attributed to program participation. The District only program was the most effective in terms of student gain on the Word Study subtest and the Combined Reading Total scores of the Stanford Achievement Test, Primary Level. It was also the least expensive program in terms of per pupil expenditure for reading. The District plus Title I program had the second highest cost effectiveness ratio, followed by the Title I plus Follow Through program. The least effective was the Title I plus ESAA program.

Although the adapted model was useful in identifying differences in cost effectiveness among programs, it was not totally effective in providing the type of data needed for local decision making on the superiority of program alternatives. Analyses of the gain data revealed that there were significant differences in the pre test means among program participants by the end of grade 1, and that there were significant differences in the per pupil cost within programs. The data collected and the analyses procedures used were not adequate to account for these differences or to assess their impact on student gain. It is recommended that future studies on cost effectiveness focus more on the interactions within programs and schools.

EFFECTS OF VERB INFLECTIONAL ENDING ACQUISITION ON ACADEMICALLY FAILING CHILDREN'S LITERAL READING COMPREHENSION Order No. 7909918

HENDERSON, Anne Joyce, Ph.D. George Peabody College for Teachers, 1978. 104pp. Major Professor: Richard E. Shores

This research examined the effects of instructions on verb inflectional endings (-ed and -ing) on academically failing children's literal reading comprehension performance. The experiment included a multiple baseline design across subjects and a within subject reversal design. After initial baseline, a phase that provided feedback on comprehension performance occurred, which was followed by a phase that provided direct instructions on inflectional endings. Feedback included contingent praise, information about adequacy of responses, and a self-charting procedure. Instructions included the use of a modeling tactic (Cloze procedure) and the use of an instructional mand (cue) which reminded the child to read for comprehension. Completion and Fill-in-the-blanks types of questions from a reading series were used to assess comprehension.

The study indicated that comprehension performance improved when children acquired inflectional ending discriminations. Correct oral reading rates increased and error rates decreased. This study was discussed in regards to the literature from psycholinguistic theories and applied behavior analysis.

Implications of the research for classroom instruction were: (a) that literal reading comprehension performance was improved by children's acquisition of verb inflectional endings; (b) the efficacy of instructions, limited modeling, and differential reinforcement on reading comprehension performance; and (c) that subjects placed at low entry levels in reading texts were able to significantly improve in reading comprehension performance. These implications may be tempered by the constraint of generalizing from results obtained with seven academically failing subjects.

A CASE STUDY OF FOLLOW THROUGH AND COMPARISON: CHILDREN'S VERBAL COMPREHENSION AS MEASURED IN PSYCHOMETRIC AND ECOMETRIC COORDINATE SYSTEMS Order No. 7906421

HILLYER, Carol Ann Lynch, Ph.D. The University of Arizona, 1978. 111pp. Director: John R. Bergan

The purpose of this study was to investigate the comparative differences on a battery of verbal comprehension indices between third graders enrolled since first grade in Follow Through classrooms implementing the Tucson Early Education Model (TEEM) and third graders enrolled in Comparison classrooms implementing a traditional curriculum in the Wichita, Kansas school system. A linear discriminant function was formed from these indices, then the scores of the TEEM and Comparison children were resubstituted into this discriminant function to determine if the function could predict a significant number of children's correct educational placements.

Data were collected on three overlapping samples of children during the same period of time in the spring of 1976. Situational language tasks to collect oral and written language samples were administered to 174 children. Children's Language Assessment-Situational Tasks (CLA-ST) and the Productive Language Art Test (PLAT) were the two instruments used to collect the oral and written language, respectively. Reading Miscue Inventory (RMI) was used for miscue analysis of the reading of 73 children. Subtests of the Wechsler Intelligence Scale for Children-Revised (WISC-R) were administered to 52 children for whom subtest scores on the Iowa Test of Basic Skills were available, as well as scores from the CLA-ST, PLAT, and RMI, so each of the children had a complete set of scores.

Verbal comprehension was defined as the meaningful language a child constructed in response to the stimuli presented to him by each of the above instruments. From these responses eight verbal comprehension indices were derived by data reduction procedures. Factor analysis was separately applied to the WISC-R subtest scores and to the complete set of language variables as one unit; this resulted in two WISC-R factor scores and two language factor scores. Two summary scores from the miscue analysis of children's oral reading provided a retelling score and a residual miscue score. The ITBS vocabulary and reading subtest scores were taken verbatim from the Wichita school records. Each index was classified as representing one of two measurement frames of reference; psychometrics, in which the observation was referenced to a norm group, or ecometrics, in which the observation was referenced to a situational task set in an environment. Then the measurement class was cross-partitioned into two categories. "Reactive" behaviors are considered to be more impressed by formal education and "active" behaviors are representative of information processing skills by which a child actively constructs knowledge.

The discriminant function was able to correctly classify 36 children out of the sample of 52 ($X^2 = 7.69$ p .006). From this result, it was concluded that differences existed between TEEM and Comparison children on verbal comprehension skills. The nature of these differences was ascertained as follows: the high TEEM child was able to express experiences and ideas in written language and achieved a better score on the WISC-R factor score that loaded on Information, Vocabulary, Comprehension, and Similarities. The high Comparison child achieved

a better score on the ITBS vocabulary subtest but made more miscues that were disruptive of meaning. These four indices from the reactive row of the Model Countermodel Matrix, when combined, best differentiated between the two groups. From this it was concluded that the heuristic classification system provided an intuitive prediction of relationships that existed among the verbal comprehension indices.

ATTITUDES OF REMEDIAL READING, LEARNING DISABILITIES, AND CLASSROOM TEACHERS TOWARD JOB ROLES
Order No. 7910621

McCOY, Linda Jones, Ed.D. University of Kansas, 1978. 214pp.

1. Statement of the Problem. It was the purpose of this study to survey the attitudes of regular classroom teachers, remedial reading teachers, and learning disabilities teachers toward their own job roles and the job roles of each of the other two professionals and the attitudes of the administrator toward the three job roles. It was the first intent of the study to investigate the responses given by the professionals who participated in the construction of an attitude scale to ascertain which areas, if any, were the sources of problems as seen by each of the groups and in which areas the groups differed from one another. It was the second intent of the study to develop an attitude scale with sufficient validity and reliability that it could be used not only within this study but in the future by others wishing to explore job role questions.

2. Procedure. Interviews with learning disabilities teachers, remedial reading teachers and classroom teachers were used to provide the basis for writing items for the attitude scale. After the items were written, they were submitted to a panel of 15 judges to aid in item selection. The scale, with 268 items arranged in a random manner, was administered to 259 subjects at a number of sites in the eastern half of the State of Kansas.

3. Findings. The responses of the subjects were investigated through Chi square, Pearson's r, split-half reliability, factor analysis, and discriminate analysis. The Pearson's r item analysis procedure contributed to item reliability of the scale. The split-half reliability failed to support that portion of the reliability investigation. Factor analysis and discriminate analysis both failed to contribute to the statistical validity of the scale. The Chi square procedure was helpful in establishing areas of difference between the groups and the strengths of those differences.

4. Conclusions. There was a statistical difference between the four groups of learning disabilities teachers, reading teachers, administrators, and classroom teachers on a number of items from the 268 item scale. Of the 52 items with significant Chi squares, the vast majority of the differences occurred between the learning disabilities teachers and one or more of the other groups. The 88 item scale which resulted from all of the statistical procedures mentioned was found to not be statistically valid or reliable.

The learning disabilities teacher's views of programs, administration of the programs, and roles differed from that of the other professionals. The learning disabilities teacher is likely to want to use more individualized instruction, change the ways classroom teachers use methods and materials, the ways reading teachers administer their programs, and participate within the school as a consultant and resource person in addition to providing direct instruction to children.

The large number of "uncertain" responses indicated a lack of information or understanding about what others do. More or better communication between all of the teachers about their jobs is needed.

Although there was evidence of construct and content validity, statistical validity and reliability were not established. Therefore, it would not be appropriate to distribute this instrument as one which could be used, for example, to collect pretest and posttest data in a school in which persons are experiencing job role difficulties. On the other hand, since there was evidence of construct and content validity, the instrument may be used as an information gathering device. Universities are encouraged to look at their preparation programs in an attempt to discover whether university training has in some way contributed to the difference of opinion found in the Chi square analyses.

THE EFFECTS OF TRANSCENDENTAL MEDITATION ON THE READING ACHIEVEMENT OF LEARNING DISABLED YOUNGSTERS
Order No. 7911392

MENGEL, Gail Solin Epstein, Ph.D. The University of Connecticut, 1978. 89pp.

Employing twenty-seven, non-volunteer subjects from a residential school for learning disabled (LD) males, aged ten to fifteen, this study attempted to discern the effects which Transcendental Meditation (TM), a widely practiced relaxation technique, had on reading achievement, a complex task vulnerable to even only moderate amounts of stress which disabled readers are purported to experience as a result of their frustration. The subjects were randomly assigned to one of two groups, TM or Non-TM (NTM), which, prior to initiation of the study, were determined to be statistically equivalent on the variables of age, intelligence, severity of the disability, and current reading achievement level. While the TM group was instructed in and practiced TM for the entire twelve week study, the NTM group received two consecutive treatments: For the first six weeks they were instructed in Music Appreciation (MA; control condition) for an equivalent amount of time as was given the TM group during their instruction. The MA treatment subjects listened to music during the same periods (fifteen to twenty minutes twice daily) in which the TM group meditated. After six weeks, an equivalent form of the reading achievement test was administered and, to replace MA practice, the NTM group was instructed in a relaxation technique, the Relaxation Response (RR), viewed as comparable to TM by its author (Benson, 1975). Both TM and NTM groups meditated and relaxed during the second six weeks period of treatment. At the end of the twelve week study, an equivalent form of the achievement test was administered.

Statistical analyses revealed a nonsignificant difference between any of the treatments (TM, MA, MA + RR) in their individual and/or combined effects on reading achievement. In addition, no significant interactions were found between, respectively, age, intelligence, or severity of the disability and treatment. As a result of a trend discerned from the data, extension of future studies beyond twelve weeks' duration was recommended to further clarify and distill any potential effects which TM might have on reading achievement.

PATTERNS OF TEACHER-STUDENT RESPONSES TO ORAL READING ERRORS AS RELATED TO TEACHERS' PREVIOUS TRAINING IN DIFFERENT THEORETICAL FRAMEWORKS
Order No. 7911252

MITCHELL, Katherine Ann, Ph.D. New York University, 1979. 383pp. Chairperson: Professor Margot Ely

This study investigated the relation between patterns of teacher-student interactions in remedial reading settings and teachers' previous training in one of two theoretical frameworks. Emphasis was on describing (1) the ways that teachers and students behaved when students made oral reading errors and (2) the relation between teacher-student response patterns to errors and types of oral reading errors.

Subjects were six teachers and six remedial readers. Three teachers were "expert representatives" of Goodman's psycholinguistic framework; three were "expert representatives" of Gattegno's Subordination of Teaching to Learning framework. Each teacher worked with one 8-9 year old student, judged to be about one year below grade level.

The Analytical System for Student-Teacher Interactions in Reading (ASSTIR) was used to code dyadic interactions from videotape. This 43-category observation system, developed by the investigator, made it possible to code (1) teacher behaviors associated with training in Goodman's and Gattegno's frameworks; (2) student and teacher behaviors characteristic of any dyadic reading interaction; and (3) four types of oral reading errors.

Observation data were analyzed by the MACROanalysis computer program which identified patterns of teacher-student interactions in chains of three to five behaviors. Tests of the significance of the difference between two proportions for uncorrelated groups were performed and data were described to determine whether specific teacher-student interaction patterns were related to teachers' previous training in different theoretical frameworks.

Six research questions were answered in this study. The first two concerned how overall interactions between teachers and students in the Goodman and Gattegno groups were related to teachers' previous training in reading. Findings indicated many similarities. In both the Goodman and Gattegno groups, students most often read uninterruptedly and discussed what they read. For both groups, the ratio of teacher to student behaviors was 1 to 3.

Differences in overall interaction patterns were related to training. Goodman students read uninterruptedly, discussed what they read, and talked about their experience significantly more frequently than Gattegno students. Patterns which occurred significantly more frequently in the Gattegno group were those of uninterrupted rereading; teachers' requests that students focus awareness on details with subsequent teacher-initiated student correction attempts; and teachers' requests that students search for their errors with subsequent teacher-initiated student corrections.

Two research questions concerned how patterns of responses to oral reading errors were related to teachers' previous training in reading. Results indicated that in both groups teachers never told students an answer; instead, they asked students to work out their own errors in ways compatible with training in the two frameworks.

Goodman teachers did not interrupt students' reading to respond to errors. After students finished reading, Goodman teachers responded by selecting commercial passages with specific characteristics for subsequent reading or by creating teacher-made texts which placed isolated errors in predictable contexts.

Gattegno teachers provided feedback to students in 62% of the response patterns to errors. They most often responded by asking students to search for their errors. When students were unsuccessful in their attempts to correct themselves, Gattegno teachers asked students to focus awareness on details and/or referred them to previous knowledge of symbol-sound correspondences.

Findings for the last two research questions showed that patterns of responses to errors were more strongly related to teachers' previous training than to types of oral reading errors. Trends supported, however, that response patterns to errors were also related to types of oral reading errors.

Data from teacher interviews supported quantitative data and provided information about aspects of the teachers' theoretical frameworks which influenced instructional decision making. Teachers described how their models of reading and views of the teaching-learning process affected their teaching.

NEW YORK STATE IMPLEMENTATION OF TITLE I PUPIL SELECTION CRITERIA FOR PUPIL PARTICIPATION IN READING PROGRAMS Order No. 7913211

MORAN, Francis Edward, Ed.D. Columbia University Teachers College, 1979. 306pp. Sponsor: Professor Francis A. J. Ianni

This dissertation views and assesses Title I in terms of existing New York State practices in applying the Title I pupil selection criteria. Are the children selected to receive Title I reading services being chosen in accord with existing criteria? This paper surveys the pretest scores of children involved in Title I reading programs in New York State in order to ascertain the below grade level reading achievement averages of children actually serviced by Title I.

The statewide data were charted and analyzed to gain insights about the reading achievement levels of Title I children upon starting Title I programs in major cities, private schools, urban centers, and in suburban areas. These data establish the operational interpretation of the Title I pupil selection criteria by the New York State Education Department.

The federal pupil selection criteria and the statute definition of "educationally deprived child" define the pupil selection eligibility guidelines for Title I. Title I may service children until they achieve equal to the ability of children at "their own grade level." Title I has skewed its service to the educationally neediest children and thereby has excluded eligible children from program services.

Title I critics abound and Title I program results are subject to harsh criticism. After more than a decade of Title I many economically poor children and groups of educationally disadvantaged children are still excluded from participation in programs.

In order to make Title I a more effective and more productive federal aid to education milestone, and not a milestone, this paper recommends:

a. Changes in New York State practices in applying the federal pupil selection criteria that are achievement based.

b. Changes in the national pupil selection criteria to involve all low income pupils per se, with differentiated allocation rates per ability level groups.

A COMPARISON OF TWO READING PROGRAMS IN TITLE I SCHOOLS Order No. 7909667

MORRIS, Ruby Lee Boney, Ed.D. East Texas State University, 1978. 116pp. Adviser: A. D. Castle

Purpose of the Study: The major purpose of this study was to compare two reading approaches, a Direct Instruction approach (Distar program) and a Basal Reader approach (Houghton Mifflin program), in order to determine which was more effective in teaching reading to children in Title I schools. The study also sought to determine if sex or race was a determining factor in students' reading performances.

Procedure: The population for this study was from fourteen classrooms in seven Title I schools in one West Texas school district. Subjects were 239 third-grade students who had attended public schools in the district for three consecutive years. Seven classes were instructed by the Distar reading program, and seven classes were instructed by the Houghton Mifflin reading program.

This study was conducted from September through March of the 1976-77 school year. The reading section of the California Test of Basic Skills (CTBS), Level I, Form S, was utilized in this study for the pretest and the posttest. The CTBS measures a student's reading performance in vocabulary, comprehension, and total reading achievement.

The pretest and the posttest were administered by the classroom teacher in the manner prescribed by the CTBS. Data were recorded on computer-designed booklets and were machine scored. Students' scores were tabulated, and an independent t-value was implemented to determine the mean gain of each group. Finally, the total score was computed, and the amount of gain was determined for each group categorized according to race and sex.

Findings: An analysis of the data using the independent t-value (pooled model) revealed a significant difference between the groups in total reading achievement and comprehension and between the males instructed by both approaches. The Basal Reader program was favored in each comparison. With only one exception, there were no statistically significant difference between the groups in vocabulary, total reading achievement on the basis of race classification, and total reading achievement on the basis of sex classification.

Conclusions: On the basis of the statistical analysis of the data collected from the subjects of this study, it was concluded that the Houghton Mifflin reading program produced better reading results in comprehension and total reading achievement than did the Distar reading program. No statistical finding favored either the Houghton Mifflin reading program or the Distar reading program in vocabulary gain or total reading achievement when classified by sex or ethnic make-up. It was concluded that neither race nor sex is a determining factor in teaching disadvantaged children to read.

TELEVISION SCRIPT INTERVENTION AS A PRESCRIPTIVE PROGRAM FOR ADOLESCENT SUB-LITERACY

Order No. 7909594

NADEAU, Oneta Dorris, Ph.D. United States International University, 1977. 83pp. Chairperson: Dr. Dorothy L. Harris

THE PROBLEM. The purpose of the study was to determine whether a relationship existed between high-interest television scripts and motivation of adolescents to read more. The research further examined whether this increased amount of reading would increase their word literacy skill. The objective of the study was to answer four questions: (1) What is the relationship between amount of time adolescents spend watching television, and time spent in extracurricular reading? (2) Will high-interest television scripts motivate adolescents to increase the amount of their reading? (3) To what extent will the subjects' word literacy increase after sixteen weeks' television script intervention? (4) What is the relationship between word literacy improvement and: time spent watching television; time spent in extracurricular reading; and broadened scope of reading? The importance of the study derives from the need expressed in the literature for instructional alternatives to methods thus far unsuccessful in eliminating the sub-literacy problem of adolescents. Since adolescents evaluate television programs as highly interesting in visual form; then perhaps television scripts might show great potential as a national resource for literacy material.

METHOD. The method included a quasi-experimental design. Two standardized tests--the Wide Range Achievement Test and the Gates-MacGinitie Reading Test--along with subjects' self-reporting, and investigator's observations provided data for determining the relationships between the variables and the overall evaluation of the research. Hypotheses were: 1. There will be no significant difference between the amount of time the subjects spend watching television and the time the subjects spend reading outside their formal learning environment. 2. There will be no significant increase in the number of books and magazines read. 3. There will be no significant difference between the television script intervention program and improved word literacy-reading growth. 4. There will be no significant relationship between the following variables and word literacy improvement: A. the amount of time subjects spend watching television; B. the amount of time subjects spend in extracurricular reading; and C. broadened selection of reading materials on a voluntary basis by the subjects. The fifty-four subjects were selected on the basis of: having serious persistent reading problems; willingness to participate voluntarily; and no evidence of learning incapacity.

RESULTS. The subjects' television viewing time exceeded their extracurricular reading, statistically significant at the .01 level. Increased reading of books and magazines was observed by the investigator, self-reported by the subjects, and in statistical measurement was significant at the .01 level. Therefore, null-hypotheses 1, 2, and 3 were rejected. Findings on null-hypothesis 4, parts A and B, were significant at the .05 and .01 level. Part C was insignificant; therefore, A and B were rejected and C was accepted. From the results, four main conclusions were drawn. Television scripts show significantly high potential as literacy resource material with the following rational: (1) the need for high-impact reading material; (2) the need for reading material with a relationship between the vocabulary of the reading material and the conceptual and associative level of the reader; (3) the need for alternative reading material devoid of the "remedial reading" connotation; and (4) the urgency created by the magnanimity of the sub-literacy problem within the United States--nineteen million adults and seven million children--and the national literacy goal for elimination of sub-literacy by 1980.

THE EFFECTS OF TUTORING ON READING ACHIEVEMENT, SELF-CONCEPT AND INTELLECTUAL ACHIEVEMENT RESPONSIBILITY OF SIXTH GRADE TUTORS

Order No. 7911255

NAHEM, Joseph, Ph.D. New York University, 1978. 148pp. Chairman: Professor Paul Heintz

The purpose of this study was to determine the effects of tutoring on the reading achievement, self-concept, and intellectual achievement responsibility of low-reading sixth grade students. The study also sought to determine the effect of intellectual achievement responsibility on the reading achievement and self-concept of those students.

The subjects were 173 low-reading sixth grade students randomly drawn from all sixth grade students reading 1.5 years or more below grade in three public schools in neighboring school districts in an urban area. The occupational character of the school population was predominantly blue and white collar working people of moderate income. The ethnic composition of the school population was 65% white, 24% Hispanic, and 11% Black.

Subjects were pre-tested and post-tested on three measures: The Metropolitan Achievement Test to measure reading achievement, The Piers-Harris Children's Self Concept Scale to measure self-concept, and The Intellectual Achievement Responsibility Questionnaire to measure belief in responsibility for academic achievement.

Subjects were randomly assigned to four groups:

1. A tutor group which was given tutor-training and tutored low-reading third graders for 4½ months.
2. A remedial reading group which was given tutor training and received remedial reading instruction from the school corrective reading teacher for 4½ months.
3. A regular classroom group which received tutor-training and attended regular classroom for 4½ months.
4. A regular classroom group which had outside-the-classroom discussion of non-academic subjects and attended regular classroom for 4½ months.

Tutor-training was carried out in five sessions over a two-week period. Outside-the-classroom discussion was held for five sessions over a two-week period. Tutoring took place twice a week in 45-minute sessions.

The entire sample was also divided into high and low intellectual achievement responsibility groups to determine the relationship of intellectual achievement responsibility to reading achievement and self-concept.

The data were treated with multivariate and univariate factorial analyses of covariance.

The data supported the hypotheses that tutoring would significantly increase the reading achievement and self-concept of low-reading sixth graders. The data gave little support to the hypothesis that tutoring would significantly improve the intellectual achievement responsibility of low-reading sixth graders.

The data did not support the hypotheses that high intellectual achievement responsibility would significantly improve the reading ability and self-concept of low-reading sixth graders.

Supplementary analysis revealed that sex, school and intellectual achievement responsibility had no significant effects. A number of significant interactions were found.

The findings of significant improvement of the reading achievement and self-concept of low-reading tutors support the introduction or expansion of cross-age tutoring programs, with low-reading students as tutors, as an added means of remediating reading deficits and negative self-concepts of low-reading students. Further research is recommended in specific areas relevant to tutoring, reading achievement, self-concept, and intellectual achievement responsibility.

THE EFFECTS OF VOCABULARY INSTRUCTION ON KNOWLEDGE OF WORD MEANINGS AND READING COMPREHENSION OF REMEDIAL READERS Order No. 7913570

PANY, Darlene Zabish, Ph.D. University of Illinois at Urbana-Champaign, 1978. 190pp.

The present research addresses two factors: effects of vocabulary training on acquisition of synonyms for unfamiliar words, and effects of knowledge of word meanings on reading comprehension. Seventy-five fourth and fifth graders, identified as below-average readers, were randomly assigned to one of five treatment conditions.

There were two control conditions. Students in the Familiar Words Control group (Familiar) were tested on materials which included a version of a passage composed entirely of simple vocabulary. The passages used in testing comprehension of students in the Unfamiliar Words Control group (Unfamiliar) were altered to include ten unfamiliar words whose meanings were unlikely to be known by fourth or fifth graders.

The other three conditions were vocabulary training conditions. Methods of vocabulary instruction were designed to teach word meanings in such a way as to enhance reading comprehension. Ten unfamiliar words from the reading passages were target words for instruction. The Meanings Practiced to Accuracy (Accuracy) method involved practice of word synonyms via a flashcard technique. Students practiced reciting synonyms for the target words until they could correctly supply all ten synonyms twice in succession. The Meanings Practiced to Rate (Rate) treatment also involved repeated flash card practice of word meanings. In this condition, students additionally practiced the synonyms until they could supply all ten synonyms twice in succession in ten seconds or less. The rate criterion was imposed to teach students to "automatically" associate a word and its synonym. The third vocabulary training condition was Applied Word Meanings Practice (Application). Students were taught word meanings by listening to a brief example and contrasting non-example of a word. They were then presented with a series of samples and asked to decide if they were or were not examples of the new word.

All three vocabulary training groups significantly outperformed the control groups on the two measures of word meanings knowledge and two measures of sentence comprehension. Among the three vocabulary training groups, scores of the Accuracy and Rate groups were similar and significantly higher than the Application group on the two vocabulary and two sentence comprehension measures. On the three measures of story comprehension the only significant difference among the five treatment group means was between the Application and Familiar groups. The Application mean score was significantly lower than the Familiar mean score on a measure involving story recall.

The factors of instructional time and repeated word meaning practice were discussed as they relate to the effectiveness of vocabulary instruction methods. Issues related to the lack of significant differences between Familiar and Unfamiliar control groups on story comprehension measures were also raised. Finally, suggestions were offered for future research in the area of vocabulary and reading comprehension and in vocabulary training.

THE RELATIONSHIP BETWEEN TEACHER AND PRINCIPAL ATTITUDE AND STUDENT ACHIEVEMENT IN THE TITLE I READING PROGRAM Order No. 7909417

RALSTON, Elizabeth Welch, Ed.D. Memphis State University, 1978. 120pp. Major Professor: Paul L. Jones

Statement of the Problem

The problem in this study was that of determining the relationship between teacher and principal attitude toward the Title I program and the achievement of students participating in the special reading programs funded through Title I. Answers to the following questions were sought:

1. Is there a statistically significant relationship between the attitude of Title I teachers toward the Title I program and the achievement of project participants?
2. Is there a statistically significant relationship between the attitude of regular classroom teachers toward the Title I program and the achievement of the project participants?
3. Is there a statistically significant relationship between the attitude of the school principal toward the Title I program and the achievement of those project participants in his school?
4. Is there a significant interaction between the attitude of principals, regular classroom teachers, and Title I teachers toward the Title I program and the achievement of the project participants?

Procedures

The study utilized the reading subtests of the Metropolitan Achievement Test and the Teacher/Principal Attitude Questionnaire to provide comparative and descriptive data. Data from 16 Title I teachers, 52 regular classroom teachers, 10 building principals, and 308 Title I participants was subjected to one-way and multiple-classification analyses of variance. The .05 level of significance was selected as the minimum point at which the null hypothesis was untenable.

Findings and Conclusions

The main effects variable of teacher/principal attitude considered separately was found to significantly affect pupil achievement in the cases of Title I teacher attitude and principal attitude. It was determined that a statistically significant difference existed for the interaction between the main effects variables of teacher and principal attitude and pupil achievement.

On the basis of these findings, it was concluded that the main effects variables, considered separately, did significantly affect the mean achievement of Title I project participants. It was further concluded that the combination of regular teacher attitude, Title I Teacher attitude, and principal attitude, did significantly affect student achievement.

A SYSTEMS ENGINEERING APPROACH TO THE DEVELOPMENT OF A REMEDIAL TRAINING PROGRAM FOR THE DECODING OF METAPHORIC LANGUAGE Order No. 7909117

REILLY, John Leo, Ph.D. The Pennsylvania State University, 1978. 221pp. Adviser: Hugh B. Urban

Decoding metaphoric language is recognized to be a difficult problem for many school and college students. The etiology of the problem is not well understood; no theory of metaphor processing is available, and no adequate program to teach metaphor-decoding skills was found. Consequently this investigation had two major purposes. The first was to develop an initial conceptualization of the metaphor-decoding process. The second was to design, develop, and submit to preliminary test a program to teach the skills required to decode metaphoric language using a systems engineering approach to guide

the development of the program. Metaphor was defined following a typical shared attributes approach with some added refining notions. The manner of adherence was defined as the specific and often concrete way that the attributes of an object (or concept) are organized within that object (or concept). This new notion was incorporated together with an infrequently cited concept of a meta-relationship existing between the compared terms of the metaphor from which a new concept arises, into an expanded definition of metaphor.

The phenomenon of concern was termed Metaphoric Dys-symbolia and was defined as a type of cognitive-linguistic dysfunction that stems from a deficit in one or more of a group of related skills (including such processes as associative ability, experiential memory, classification, abstraction, and analogical thinking), or in the integrated functioning of those skills, which leads to a variety of errors in a person's attempt to comprehend metaphoric language.

An initial information-processing decision-making model of metaphor decoding was developed containing 12 basic steps required in processing metaphor. The model derived from an introspective analysis of the author's own metaphor-processing efforts and a series of elements derived from varied literature that were proposed as or construed to be tasks required in the decoding of metaphoric language.

A systems engineering strategy was followed in the design, development, and preliminary test of a metaphor-decoding training program. Three successive test cycles were run using learning-disabled youngsters age 12-15 who were pretested to demonstrate their initial deficiencies in metaphor decoding. Three clients were run in Cycle #1 on an individual basis; in Cycles #2 and #3 clients were run two at a time, six in Cycle #2, and four in Cycle #3. Following each cycle the system was scored with respect to its effectiveness in producing the end effects state and intervening states (reliability) and with respect to costs, time, and adherence to the ethical and pragmatic constraints within which the system was required to operate. These scores were inspected and a decision to abort, redesign or revise the system was made; prescriptions for revision were then written for each cycle.

At the close of Cycle #3 all treatment modules were judged to be functioning effectively as designed. However, the system was judged to be incomplete. An additional module appears necessary to extend the client-pathway in the direction of the end effects sought. It is expected that within two or three cycles the system could be at optimum level of effectiveness with respect to generating the end effects state for the populations specified.

EFFECTS OF AN ORAL LITERATURE PROGRAM ON THE READING ACHIEVEMENT OF DISADVANTAGED FIFTH-GRADE STUDENTS

Order No. 7901764

ROSMARIN, Lois Ann, Ed.D. University of Nevada, Reno, 1978. 129pp.

This investigation compared the effects of two programs, which utilized the reading of literature aloud to students, on reading comprehension and vocabulary scores of disadvantaged fifth-grade students from the Washoe County School District, Reno, Nevada.

Four hundred twenty-seven children from twenty-three classrooms in schools eligible for Title I programs participated. The classes were randomly placed in one of three groups, (1) the reading-only experimental group, (2) the reading-plus-activity experimental group, or (3) the no-treatment control group. The teachers assigned to each group carried out a prescribed program of story-reading, story-reading followed by an activity, or no story-reading depending on their assignment.

Stanford Achievement Tests, 1973 Edition, Intermediate Level I, Form B and Intermediate Level II, Form A were administered as pretest and posttest respectively.

An analysis of covariance was the statistical procedure used to analyze the data. Reading comprehension scores of the reading-plus-activity experimental group increased significantly at the .05 level. There was no significant increase in the reading comprehension scores of the reading-only experimental group or in any of the vocabulary scores.

A STUDY OF THE RELATIONSHIPS BETWEEN READING ACHIEVEMENT AND RATE OF RECIDIVISM IN ADOLESCENT DELINQUENTS IN AN INDIVIDUALIZED FULL-DAY TREATMENT PROGRAM APPROACH COMPARED TO AN INDIVIDUALIZED TUTORIAL PROGRAM APPROACH

Order No. 7909018

ROSS, Mishelle Sue, Ed.D. Columbia University Teachers College, 1978. 63pp. Sponsor: Professor Anne M. Mueser

STATEMENT OF THE PROBLEM

What are the relationships between reading achievement and rate of recidivism in adolescent delinquents? These relationships were investigated under two conditions:

1. in an individualized full-day treatment program;
2. in an individualized tutorial program.

It was hypothesized that there would be no significant difference between condition one and condition two on the measures of reading achievement or rate of recidivism, and further that, as the reading achievement increased in either condition, the rate of recidivism would decrease.

PROCEDURES

The subjects of this study were 167 inner city adolescent (ages 11-17) delinquents – 151 males and 16 females. Sixty-three subjects attended one of two treatment settings: 30 attended an individualized full-day program, and 33 attended an individualized tutorial program. The remaining 104 subjects attended no program. Data collected for treatment groups included for each subject the number of arrests one year prior to entering treatment and one year during treatment as well as reading achievement scores upon entrance to the programs at the end of one year of treatment. For the non-treatment group, data concerning the arrest records of subjects for a period of two years were collected.

RESULTS AND CONCLUSIONS

Two of the three major hypotheses of this study were supported by the statistical analyses. There was no statistically significant difference between reading achievement and rate of recidivism for the two treatment groups. Both groups increased in reading achievement and decreased in recidivism. Hence both treatments appeared to be equally effective. However, increased reading achievement was not found to correlate significantly with reduced recidivism. When comparing recidivism for treatment versus non-treatment groups, statistically significant relationships were found. Thus, some aspect of the treatments appeared to be influencing subjects with respect to recidivism, although the specific factors could not be ascertained in the present study.

The results of this study indicate that adolescent delinquents attending either one of two treatment programs improved reading ability and seemed to have fewer arrests than those who attended no program. This suggests that the establishment of these types of programs might ultimately influence a decrease in criminal behavior among the target population. In addition, these data suggest that earlier detection and remediation of reading difficulties might possibly reduce chances for delinquent behavior to occur.

AN EVALUATION OF STUDIES OF LONG TERM EFFECTS OF REMEDIAL READING PROGRAMS Order No. 7909890

SMITH, Louise Claiborn, Ed.D. Harvard University, 1978. 179pp.

There is an abundant literature which indicates that remedial reading programs are effective in the short term; children who receive treatment are better readers immediately following treatment than are similar children who have not received remedial treatment. There has been, however, a question about the long term effectiveness of remedial programs. This paper reviews studies in the reading literature which are concerned with long term effects of remedial programs. The review is done for the purpose of analyzing and synthesizing the research to determine if there is evidence in the data for sustained effects of remedial reading treatments.

Forty-nine studies were included for review. They were examined in particular for design strengths and weaknesses and grouped accordingly. Positive effectiveness of a program was measured by whether or not the study found statistically significant differences in reading test scores between treated and control groups favoring the treated group. Although many of the studies were deficient in many ways (of the original 49, only 15 had sufficient internal validity for their findings to be considered with any degree of confidence), there seems to be evidence for long term gains. The 3 strongest studies, according to design criteria, all found evidence for long term effects. Of the 15 studies with sufficient internal validity, 10 found evidence of positive effects of treatment, 2 had negative findings and the remaining 3 studies found no differences. Thus, in general the well controlled studies indicate that there is evidence for long term effectiveness of remedial reading efforts. There is a difference over an extended period of time between children who have had reading difficulties and received treatment and similar children who did not receive help. Summaries of the studies without controls offer tentative support for findings of positive effects and suggest interesting hypotheses for future research.

The studies were also examined for relevant variables which were related to long term effects. The variables of time (such as amount of instruction, and age at time of instruction), group size, and selection procedures and interactions among these variables were examined. There were some indications that later treatment (grade 4 and above) is at least as effective as treatment provided in the early grades. Supplementary programs appear to be superior to replacement programs. And finally, there was very sketchy evidence for an interaction effect between age of treatment, hours of treatment and whether the program was supplementary or a replacement, but the number of cases is small and the results are confused. It is important to note that the above findings are not conclusive because of the limitations of the data available from the reviewed research.

A COMPARATIVE STUDY OF FIVE ALTERNATIVE READING PROGRAMS AND THE LEARNING PROFILES OF DISABLED READERS Order No. 7904925

SOLEM, Mae Arlene Rogness, Ed.D. University of South Dakota, 1976. 140pp. Director: Dr. Loraine Webster

Purpose of the Study

The purpose of this study was to determine the relative effectiveness of five reading programs--Gillingham, Sullivan Programmed Reading, Houghton Mifflin, DISTAR, and Lift-Off to Reading--as measured by student achievement in the Woodcock Reading Mastery Tests, and to determine if the learning profile of the student as shown by the Illinois Test of Psycholinguistic Abilities is better suited for a particular reading program as determined by the achievement scores.

Procedures of the Study

Multiple regression analysis was used to determine the relative contribution of the predictor variables (age, sex, ITBS, I.Q., months in the program, the five reading programs, and the twelve subtests of the Illinois Test of Psycholinguistic Abilities) to achievement on the Woodcock Reading Mastery Tests--the criterion for the study. Tests administered were the Iowa Tests of Basic Skills, the Woodcock Reading Mastery Tests, the Slosson Intelligence Test, and the Illinois Test of Psycholinguistic Abilities. Raw scores were used for the ITBS, the Woodcock, and the ITPA. Data were processed by the Computer Center of Augustana College, Sioux Falls, South Dakota.

Conclusions of the Study

Results of this study indicate that the relative effectiveness of the five alternative reading programs, as measured by the Woodcock Reading Mastery Tests, is (1) Gillingham, (2) Sullivan Programmed Reading, (3) Houghton Mifflin, (4) DISTAR, (5) Lift-Off to Reading.

Analysis of data suggests that the learning profiles of disabled readers in Gillingham, Houghton Mifflin, DISTAR, and Lift-Off to Reading are distinctive and can be considered in the placement process. The learning profiles of disabled readers enrolled in the Sullivan Program had no distinctive characteristics but fell within the normal range.

Further, the study indicates that learning profiles can be used to predict in which of the five programs a student will achieve optimum progress. A prediction formula evolved from the multiple regression analysis suggesting that it is possible to predict in which of the five programs a child would achieve the highest scores in the Woodcock Reading Mastery Tests within a given time frame.

Recommendations for Further Research

Additional research was recommended for the DISTAR and Lift-Off to Reading Programs. For DISTAR, the sample population should be increased to determine if correlations of the data in this program are less inflated with a larger sample. With Lift-Off to Reading, there appears to be a need for at least three years in the program before progress can be evaluated.

It was recommended that an investigation be conducted to determine the contribution of variables not included in this study, such as: socio-economic background, number of grades in school repeated, number of schools attended, number of siblings and place in the family (first child or youngest child), number of parents in the home.

The quality of instruction appears to be related to characteristics of effective teachers. It is recommended that studies be conducted to determine how to better match teaching styles and learner characteristics and teacher characteristics and learning styles.

A STUDY OF THE USE OF FRESHMAN AND SOPHOMORE ELEMENTARY EDUCATION MAJORS AS READING TUTORS TO DISADVANTAGED ELEMENTARY SCHOOL STUDENTS Order No. 7914058

STERN, Teresa Metcalf, Ed.D. University of Georgia, 1978. 166pp. Supervisor: D. Keith Osborn

The purpose of this study was to determine if there were significant changes in the reading achievement, self concept, attendance, and classroom reading grades in a selected group of disadvantaged elementary school pupils as a result of receiving tutoring from college students.

Thirty-five last bus second, third, and fourth grade pupils from two elementary schools were tutored after school on a one-to-one basis. The tutoring sessions were held twice a week over a 10 week period with each session lasting 45 min-

utes. These pupils were tutored by freshman and sophomore prospective elementary education majors who had enrolled in a course called "Tutoring the Elementary Child in Reading". Prior to the actual tutorial experience, the tutors participated in training seminars. The control group consisted of 35 non-last bus pupils selected from the same schools and individually matched with the experimental subjects on school, grade level, race, sex, reading level, and socio-economic status. Statistical comparisons were made between the experimental and control subjects in the areas of 1) reading achievement (word recognition and comprehension), 2) self concept, 3) school attendance, and 4) school reading grades.

Hypothesis #1, which stated that tutored students would show significantly greater improvement in reading achievement than non-tutored students as measured by the California Reading Test, was confirmed using the sign test but not with the t test or analysis of covariance. The tutored subjects in 23 of the 35 matched pairs made greater progress on the total reading score than their matched controls.

Hypothesis #2, which stated that tutored students would show significantly greater gains in their self concepts than non-tutored students as determined by the Piers-Harris Children's Self Concept Scale, was tenable on the total self concept score at the .01 level of significance using the t test and an analysis of covariance. Significance was obtained on four of the six self concept factors: 1) intelligence and school status, 2) popularity, 3) behavior and 4) anxiety.

Hypothesis #3, which stated that tutored students would show significantly higher school attendance than non-tutored students as evidenced by an examination of the attendance records during the tutoring period, was not supported. No significant differences were found between the experimental and control groups using the t test.

Hypothesis #4, which stated that tutored students would show significantly greater improvement in school reading grades than non-tutored students as determined by an examination of reading grades received during the period, was confirmed. Significant gains were found between the experimental and control subjects at the .05 level of confidence using the sign test.

Additional meaningful data of a more subjective nature related to the reactions of principals, teachers, tutors, and tutees involved in the study and to changes in tutee reading attitudes were collected and analyzed. The results of the questionnaires employed at the conclusion of the tutoring experience indicated positive feelings toward the tutoring program. No significant differences were found between the experimental and control group change scores in reading attitudes as measured by an informal attitude inventory using a t test.

The tutorial program proved to be effective for the participating second, third, and fourth grade children in promoting gains in reading achievement as measured by the California Reading Test, self concept as measured by the Piers-Harris Children's Self Concept Scale, and reading grades received during the tutorial experience. In a college tutorial program such as the existing one in which the tutor is provided with adequate training, supervision, and supportive help, positive changes can result.

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